COMPETENCES OF EXPERTS IN INTEGRATIVE PROCESSES OF DEAF CHILDREN

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Abstract

Signal language can be used trough realization of educational contents in educational process, as stand alone language or as accessory in depended of communication type that is preferred by children. By knowing of theoretical guidelines, methodical admittances, knowing the signal language and positive relation to its usage by teachers, children and personnel is the most important for success of educational process and socialization of deaf and hard of hearing children. For detecting the competence of experts in regular and special schools in process of educational and social integration of deaf children that work hypothesis about presence of statistically important differences between teachers in regular and special schools for deaf children has been put, when we talk about competence and relation to communication and integration of deaf children. The sample has been consisted of experts that directly work with deaf children (N=91). The sample has been divided to two sub samples. One sub sample has been consisted of teachers in special institutions for education and rehabilitation of deaf children with hearing impaired (n =57), and second sample, regular school teachers (n = 34). For research needs, it has been constructed the measuring instrument which is consisted of 23 defined statements – variables, which intentionally examine theoretical knowledge, practice experience and relation to signal language of experts that work with hearing impaired children. Results measuring, has been done by Liker's type scale, which is consisted of 5 categories (totally agree, mostly agree, can not decide, mostly not agree totally disagree). For importance consolidating of differences of estimated tested sub samples, it has been done canonic discriminative analysis in latent space of changeable variables. Statistical importance of differences between sub samples of tested in this work has been done on level 0, 01.

Experts from special institutions for education of children with hearing impairment, with their educational profile base, learned knowledge,

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their work experience, continued and everyday interaction with this children show better competence and theoretic knowledge about signal language generally then secondary school teachers. On the basis of results of research this conclusion has been made: For successful socialization of deaf the most important thing is accepting of signal-oral bilinguals by hearing area and active part of translator for signal language in all parts of their life, if they are not able to make communication by themselves that situations requests.

Keywords: Signal language, experts competence, education and social integration

INTRODUCTION

Difficult communication and social integration are problems which are about most of persons with heavy hearing impairment. Deaf and heavy hearing impaired children, while learning and experiencing meet difficulties in understanding of knowledge and verbal expressing. Teachers whose work with those children in special or regular schools have complicated and difficult task of teaching because of difficult communication. Most of deaf and hard of hearing people communicate by signal language, which it is important to consider this way of communication in educational process. To make education successful the inducing to early communication with signal language and enabling the use of translator for deaf people in all levels of education is needed. Signal language can be used through realization of teaching contents in education process or as independent language or as accessory, depending of type of communication which children prefer. Knowing of theoretical entries, methodical admittances, signal language and positive relation of teacher and relation of other children and personnel about its use is crucial important for success of education process and socialization of deaf and heavy hard of hearing children[1,2,3].

Work target: Estimate the competence of experts from regular and special needs school in education and social integration processes of deaf children.

Hypothesis: There are statistical important differences between teachers of regular and special schools for children when it is about competence and relation to comunication and integration of deaf children.

WORK METHODS

The sample of testing

The sample of tested was consisted 91 experts which work directly with deaf children. The sample was divided to two sub samples. The first sub sample is

consisted of teachers of special institutions for education and rehabilitation of children with hearing impairment (N=57), but second sample is consisted of secondary school teachers (N=34).

Measuring instruments

For research needs, it has been constructed the measuring instrument which is consisted of 23 defined statements – variables, which intentionally examine theoretical knowledge, practice experience and relation to Liker's type scale, which is consisted of 5 categories (totally agree, mostly agree, can not decide, mostly not agree totally disagree).

The sample of variables

1. Signal language is natural language of deaf. 2. Deaf children of hearing parents shows average worse knowledge in signal and in oral-voice language, than deaf children with deaf parents. 3. I have been learning signal language on signal language courses. 4. I know signal language. 5. Use of signal language (signs) is necessary in my work and it makes my work and communication with pupils easier. 6. I can not totally follow interpersonal communication of pupils in signal language. 7. Knowledge estimation of deaf pupils is a problem. 8. Testing material is mostly not adapted to signal language. 9. Better communication I can accomplish with deaf children with deaf parents than deaf children with hearing parents. 10. Signal language makes deaf children of deaf parents have better picture about them and they are socially adapted. 11. I am not able to follow simulated translation of TV shows in signal language. 12. Signal language is used in every country which has regional differences. 13. Signal language should be expertly and systematically research and nominate. 14. It is needed for persons that work with deaf pupils to be competent in oral-voice and signal language. 15. It is needed to provide the right to chose between oral-voice and bilingual education system. 16. In work with deaf children should insist on bilingual admittance in rehabilitation and education. 17. Deaf children should be taught in signal and then with that basis teach them oral-voice language. 18. It is necessary to include early program of signal language learning in family for hearing parents and little deaf babes. 19. In school work new contents should be processed first in signal language. 20. Inclusive education, same information access as hearing people could be provided by help of educated translators. 21. It is needed to do education of translators on colleague and make them officially profession. 22. It is needed to enable transmitting of TV channels in signal language and hidden titling of all channels that are in oral-voice language preformed. 23. It is needed to support literature publishing for learning of signal language.

Methods of data processing

The survey data have been processed by method of parameter and non parameter statistics. For statistic data processing it has been used computer statistic software SPSS for WINDOWS 12.0. For difference consolidating of tested ones sub samples and differencing of competence of experts with different expert profile it has been used canonic discriminative analysis.

REZULTS AND DISCUSION

Basic statistic parameter analysis

In table 1 basic statistic parameters of two sub samples of tested are shown, where certain differences in arithmetic means, standard deviations and variances can be notices.

Table1. Basic statistic parameters of answers of sub samples tested, teachers of special institutions for education and rehabilitation of children with hearing impairment (1. sub sample) and teachers of regular secondary school (2. sub sample).

Sub samples	N	AM	SD	Var.
Special schools	57	3,90	0,63	0,39
Regular schools	34	3,65	0,79	0,62

Canonic discrimination analysis

For importance consolidating of differences of estimated tested sub samples, it has been done canonic discriminative analysis in latent space of changeable variables. Statistical importance of differences between sub samples of tested in this work has been done on level 0,01.

By using canonic discriminative analysis it has been consolidated that two sub samples, where value of Wilks' lambda is 0,46, Hi – square is 59,48, level of free is 23, statistically are important different on used variables with level of importance p=0,00. Since sub samples are different in manifest space of used variable system there is scientific justification for inspection, which variables mostly contribute for differencing of sub samples of tested. According to values in

table 2, isolated variables that define discriminative space are: 4, 13, 12, 3, 5, 23, 16 i 22, and with level of importance 0,01 statistically important contribute to difference of sub samples.

By inspection of variables contents it can be noticed that discriminative space is defined mostly by variables which are about competence of experts in signal language and its relation to status of signal language generally. It is proved that the case of these results is educational profile of teacher in special institutions and their needs for continued expert, and according to that signal-language developing. Experts in these institutions besides this education profile and better competence in signal language, steal need to study the problem of education of deaf including communication and it is directly and indirectly connected to knowing the status of signal language and its practice use. Also the teachers in special institutions have more chances to be in direct contact to deaf pupils, and with that to be in communication in long time period than secondary school teachers, where is professional education, where pupils are by teacher only in subject teaching. On that way teachers use learned and learn new knowledge about signal language and they become more competent than teachers in secondary schools.

Table2. Discrimination strength (Wilks' Lambda), F test, discrimination coefficient (c), variables correlation with discriminative function (R) and level of importance (P)

VAR	Wilks' Lambda	F	c	R	P
1.	0,98	1,43	0,22	0,12	0,23
2.	**0,89**	**11,12**	**0,49**	**0,33**	**0,00**
3.	**0,85**	**15,58**	**0,11**	**0,39**	**0,00**
4.	**0,76**	**28,79**	**0,33**	**0,53**	**0,00**
5.	**0,90**	**9,59**	**-0,01**	**0,31**	**0,00**
6.	0,96	4,13	-0,20	-0,20	0,05
7.	1,00	0,00	0,03	0,00	0,97

8.	0,97	1,25	0,32	0,11	0,27
9.	0,96	3,85	0,10	0,19	0,05
10.	1,00	0,44	-0,17	0,07	0,51
11.	0,94	5,94	-0,21	-0,24	0,02
12.	**0,84**	**17,18**	**0,27**	**0,41**	**0,00**
13.	**0,83**	**17,97**	**0,37**	**0,42**	**0,00**
14.	0,97	2,34	0,06	0,15	0,13
15.	1,00	0,09	-0,27	-0,03	0,77
16.	**0,92**	**7,68**	**0,07**	**0,27**	**0,00**
17.	0,97	2,90	0,08	-0,17	0,09
18.	1,00	0,26	-0,12	0,05	0,61
19.	0,97	2,46	-0,28	-0,15	0,12
20.	0,98	1,57	-0,27	-0,12	0,21
21.	0,99	1,02	-0,26	-0,10	0,31
22.	**0,93**	**6,30**	**0,28**	**0,25**	**0,01**
23.	**0,91**	**8,34**	**0,04**	**0,28**	**0,00**

Differences between sub samples of tested, are also illustrated by centroids of sub samples. By analysis of centorids for isolated discriminative function (centroid 1= 0,82 and centroid 2= -1,38), we notice statistically important dispersion in measuring space, and we can say that knowing of signal language and problems with education in two sub samples of tested are statistically different ($p = 0,01$).

In contribution of this survey go surveys Radovančić (1985), about statements of teachers and defectologists for educational integration of haring impaired children where results show that important percent of teacher have

negative statement for integration which is probably because of disabled communication establishing with deaf pupils. Also in contribution to this work are surveys Jeffery (2005) and Brunson (2007), which point to importance of translator for deaf in every social-communication interactions.

CONCLUSION

Experts from special institutions for education of children with hearing impairment, with their educational profile base, learned knowledge, their work experience, continued and everyday interaction with this children show better competence and theoretic knowledge about signal language generally then secondary school teachers.

Because of that it is needed to do some changes and enable adequate use of signal language in integration of children with hearing impairment in regular school, which enables their better socialization. It is not possible to learn the contents of teaching if there is no language formed. Target of school program is not language forming, but conversely by language school programs are realized.

Teachers that work with hearing impaired children, besides they have to be additionally educated about characteristics of hearing impaired children they should know basis of signal language as the most common phrases, for achieving better confidence in work. For those teachers, but hearing pupils and other personnel it is needed to organize courses of signal language, because in regular school there is no social-communicational interaction of deaf pupils and their stay in school is illogical. For successful socialization of deaf the most important thing is accepting of signal-oral bilinguals by hearing area and active part of translator for signal language in all parts of their life, if they are not able to make communication by themselves that situations requests.

LITERATURE

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